

Young People's Education Centre

Henderson Avenue, Scunthorpe, Lincolnshire, DN15 7RW

Inspection dates

5–6 March 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The vast majority of students make good progress. Their consistently good gains in their personal development mean that they are well prepared to return to full-time mainstream education or to the next stage in their education, training or employment.
- All students benefit from high levels of care for their physical and health needs. This makes a significant contribution to students' good achievement.
- Teaching is good. Students work hard because their individual learning needs are met very well.
- Students say they feel safe and are cared for well. Students' behaviour and attitudes to learning are good.
- Senior leaders ensure that everyone works together as a team to improve students' achievement. Staff are helped to improve their teaching and this supports continuous improvement within a context of a radical change of the Centre's student population.
- The governing body makes a good contribution to the Centre's leadership. They ensure that the actions they take contribute to a clear vision for the school.

It is not yet an outstanding school because

- Occasionally, students do not make good progress because teachers' expectations of what they can do and achieve are not always high enough. Sometimes, a few students are bored in lessons.
- Marking does not always inform students about what they need to do to improve their work.
- New systems for tracking the progress of students are still developing. This means that there is not yet a sharp enough focus on students' progress when leaders check the quality of teaching and learning.

Information about this inspection

- The inspector observed parts of 10 lessons. Two were observed jointly with the headteacher.
- The inspector listened to students read in lessons and examined students' work in files and books.
- The inspector took account of the school's procedures for safeguarding. The inspector looked at the school development plan, leaders' evaluation of its strengths and weaknesses, curriculum and lesson planning, records of lesson observations, targets set for teachers, and documents that track students' academic and personal progress.
- Meetings were held with leaders, staff and a member of the local authority. A discussion was held with two members of the governing body, one of which was the headteacher of the leading academy of the multi-academy trust that the Centre has applied to join.
- Informal discussions were held with students.
- The inspector took account of inspection questionnaires returned by 10 members of staff together with the school's own surveys of the views of students, parents, and staff. There were insufficient responses to Parent View (the online questionnaire for parents) for these to be considered.

Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Full report

Information about this school

- All students are dually registered with their mainstream schools and all attend part time.
- The Centre's population has changed radically since the last inspection. In the past, the Centre catered primarily for pre- and post-natal girls and their children. Very few such students now remain. The Centre now caters mainly for students who are vulnerable for a variety of reasons, including some with mental health needs.
- Most students are of White British backgrounds and are boys.
- The proportion of students supported by the pupil premium, which provides extra funding for students known to be eligible for free school meals, in the care of the local authority or from service families, is well above average.
- There are no students currently on roll in Key Stage 3 and have not been since the last inspection. All students are in Key Stage 4.
- The new deputy headteacher took up post in January 2014.
- There have been a number of recent changes in membership of the governing body. A new Chair of the Governing Body was appointed in January 2014.
- The Centre has recently applied to become part of a multi-academy trust.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding in order to raise achievement further by ensuring that:
 - teachers' expectations of what students can do and achieve are always high and students are always provided with interesting and challenging work so that they are all motivated to learn
 - teachers' marking always makes clear what students need to do to improve.
- Improve the effectiveness of leadership and management even further by developing the systems that track students' progress so that there is a sharper focus on this when leaders check the quality of teaching and learning.

Inspection judgements

The achievement of pupils

is good

- As a result of previous disruption to learning, students join the Centre with attainment below that typical for their age. Almost all make good progress in personal development, which enables them to gain confidence and self-esteem. As a result, most students throughout the Centre go on to make good progress in English, mathematics and science.
- Students achieve an appropriate range of qualifications by the end of Key Stage 4. Most usually achieve five subjects at grades A* to G, including English and mathematics, at General Certificate of Education (GCSE). This prepares them well for the next step in their education, training or employment.
- School data and inspection evidence show that students achieve well in English. Students are given a good range of opportunities to develop their reading and writing skills in subjects other than English. Students make good progress in reading because it is given priority. Additional reading support is well organised and planned to help each individual develop their skills to help them catch up so that their skills in reading more closely reflect those for their age. Students are encouraged to read a wide range of books regularly.
- Students achieve well in mathematics and in science. Students' active involvement in a high level of practical work helps them to secure their understanding of scientific concepts. The strong emphasis placed on identifying any gaps in students' mathematical skills, knowledge and understanding ensures that teaching is well adapted to meet their individual needs. As a result, students make good progress.
- Varying groups of students, including the most able, make equally good progress. Girls do just as well as the boys and students who are eligible for the pupil premium, including those known to be eligible for free school meals, learn at the same good rate as other students. This is because there is an individual approach to meeting all students' varying and complex needs.
- Disabled students and those who have special educational needs make good progress because their needs are carefully assessed. These students are well supported and progress towards their individual targets is checked regularly.
- The vast majority of parents who responded to recent school surveys strongly agree that students make good progress.

The quality of teaching

is good

- The Centre's teachers ensure that they work in very close partnership with the teachers in students' mainstream schools. This helps to ensure that the plans they make for each student's learning covers the necessary course of study and so that no topic is missed. This gives students the best chance of success in examinations.
- The Centre's own information about the quality of teaching indicates that the proportion of outstanding teaching is increasing. Recently appointed subject-specialist teachers from mainstream schools have helped to raise teachers' expectations even further, especially for the most able students. However, occasionally expectations of what students are capable of achieving are still not high enough. A few students are bored in lessons because teachers do not always provide work that is challenging or interesting enough. This sometimes hinders their progress.
- Teaching in mathematics is good. In mathematics, staff have good subject knowledge and this means that students are helped to develop their mathematical skills effectively. Any gaps in students' knowledge and understanding are quickly identified and filled.
- The teaching of reading and writing is effective. Good quality reading support sessions are provided which enable students to develop their skills and raise standards. Students are provided with good opportunities to practise their writing skills across the various curriculum subjects.
- Staff have good relationships with students and this contributes well to the effective

management of behaviour. Teaching assistants encourage and support students well, as a result, students have positive attitudes to learning and make good progress.

- Staff continually praise students' achievements and success in lessons. Students are aware of when they have done well. However, teachers' marking of work does not always make clear what students need to do to improve and so opportunities to move learning forward are missed.
- Sometimes, pupils are inspired by the teaching. On these occasions, they concentrate very well and are absorbed by what they are doing. As a result, they learn very well. One such example was observed in science, where pupils were fully involved in conducting investigations and observing and explaining their results.
- Teaching assistants are well deployed and make a good contribution to learning. Their particular talents, such as, in craftwork, has a striking impact on achievement in art and creativity.
- Parents agree that students are well taught. The Centre works exceptionally well in partnership with parents to give them information about how well their children are doing and what they should do at home to build upon their achievement.

The behaviour and safety of pupils

are good

- The behaviour of students is good. Key to this are the trusting relationships which exist between staff and students. Students are fully involved in contributing their views about what would be the best way to raise their own self-esteem.
- Over time, the Centre has developed successful ways of improving students' attitudes, behaviour and attendance. As a result, they are often able to make a successful return, full time, to their mainstream school.
- Individual student's attendance often rises rapidly when they start at the Centre. Most students attend regularly and arrive on time. For some, improvement is remarkable. School records show that this improvement often continues when students return to full-time mainstream education. This plays a significant part in their continued success.
- Staff usually manage behaviour well. As a result, students learn to manage their own behaviour increasingly well. Behaviour in the Centre during social times is good because students act in a mature way.
- The school's work to keep students safe and secure is good. The atmosphere in the centres is supportive. Staff are very well trained and this ensures that students' health and physical needs are attended to with great expertise and sensitivity.
- Students learn how to handle equipment and chemicals safely, such acids when carrying out experiments in science.
- Students benefit from a well-planned programme of personal, health and social education. This enables students to consider topics, such as prejudice, in depth. In turn, this has a very positive impact on students understanding of the different forms of bullying.
- Students are well aware of the impact of texting and using social network sites on bullying. With the support of the highly effective student bullying ambassador, they reflect carefully on situations which have arisen. School procedures to deal with any issues that do arise are effective. Detailed records are maintained and parents are fully involved.
- Students indicate that they feel very safe and that there is no bullying. Parents agree with this view.

The leadership and management

are good

- Since the last inspection, the headteacher has shown an unwavering commitment to ensuring the health, care and learning needs of the Centre's radically changing population are met. She has created and developed teams of staff who offer their full support and share in her vision. Staff work very well together as a team, sharing their ideas about the best ways to ensure that students achieve as much as they can.

- The quality of leadership has been strengthened even further following the appointment of the new deputy headteacher. This strong partnership is now helping to bring about improvement at a faster rate.
- The school has an accurate view of its own performance. Improvement plans are effective because they are detailed, linked to training, reviewed carefully. They reflect the needs of the changing population.
- The leadership of teaching and teachers' performance is effective. Procedures to check the quality of teaching and learning are securely in place. There is a suitable link between teachers' performance and their progression along the pay scales. The school's system for keeping an eye on how well students are doing is well organised. However, the headteacher knows that there is more to do to develop these systems so that there is always a sharp focus on students' progress when leaders check the quality of teaching and learning.
- Leaders ensure that additional funds, such as the pupil premium, are used to good effect. Inclusion of all students in all experiences is given priority and shows the Centre's commitment to promoting equality of opportunity. Students achieve equally well as a result.
- Students' spiritual, moral, social and cultural development is promoted well. Students reflect on important issues during discussions and enjoy warm relationships.
- The range of subjects and other activities provided meet the academic and personal needs of the students well. Learning is well enriched by visits and residential experiences, and gives priority to meeting the health, physical, and learning needs of the students.
- Partnerships established beyond the Centre are very well developed. Those with the health service personnel, for example, make a significant contribution to students' well-being. The partnership with parents is excellent. Communication and relationships between home and school are very strong.
- The local authority checks the quality of the Centre's work in detail and provides targeted support. Advice given to the governing body for example, has strengthened the arrangements for managing the performance of the headteacher.
- **The governance of the school:**
 - The governing body contributes well to the leadership of the school. They gain first-hand evidence through the involvement they have with students, parents and staff. They hold leaders to account for the quality of the work of the Centre. Governors manage the budget effectively and make sure that all safeguarding procedures are rigorous and meet requirements. They are clear about how the small amount of pupil premium funding is being spent and can identify the positive effect this is having on eligible pupils. Governors are fully included in information about how well teachers are performing, and know about the quality of teaching and how this links to progression in pay.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117706
Local authority	North Lincolnshire
Inspection number	431577

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Pupil referral unit
School category	Community
Age range of pupils	11–19
Gender of pupils	Mixed
Number of pupils on the school roll	20
Appropriate authority	The governing body
Chair	Marie Lister
Headteacher	Coleen Langton
Date of previous school inspection	13 January 2011
Telephone number	01724 278668
Fax number	01724 278668
Email address	admin.ypec@northlincs.gov.uk

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